



## *ASSIST Technical Guide*

# Completing and Submitting Program Review Reports

*For Kentucky Schools and Districts*

# About This Guide

This guide has been developed specifically for Kentucky schools and districts. It provides an overview of ASSIST and step-by-step instructions for completing and submitting Program Review Reports in ASSIST.

*ASSIST is designed to guide and streamline the improvement planning process and help eliminate duplication of effort!*

Learn more at:  
[www.advanc-ed.org/kde](http://www.advanc-ed.org/kde)



## Table of Contents

**ASSIST® Overview ..... 3**

**Accessing ASSIST® ..... 5**

**Getting Started ..... 6**

**Program Review Diagnostics ..... 8**

**Program Review Next Steps Diagnostic ..... 10**

**Career Advising Diagnostic ..... 12**

**Completing and Submitting Program Review Report ..... 14**

**District Review and Approval of Program Review Report ..... 15**

Exhibit A: School Executive Summary Content

Exhibit B: School System Executive Summary Content

# ASSIST® Overview

Through partnership, AdvancED and the Kentucky Department of Education, have customized The Adaptive System of School Improvement Support Tools (ASSIST®) to guide and support a common, statewide improvement planning process for all Kentucky Schools and Districts.

The many disparate requirements, duties, and functions of effective accountability, accreditation and compliance are brought together into a single, seamless tool that facilitates progressive thinking and dialogue about school quality. The system is packaged as a user-friendly online resource that collects and integrates a broad array of data for institutions to gain a better understanding of their past successes and opportunities, and confidently build a solid, research-based improvement initiative for the future.

**ASSIST is designed as a continuous improvement tool! In the coming months you will hear more about how ASSIST will help eliminate duplication and streamline the reporting process.**

## ASSIST Basics

- ASSIST was the tool used to submit Program Reviews in the Spring of 2012 and all KY schools and districts now have access.
- ASSIST is a fully web-based system that does not have any specific network or system requirements. We recommend using the most recent versions of the following internet browsers for the best user experience: Mozilla Firefox, Apple Safari, Internet Explorer, or Google Chrome.
- If your institution is required to submit a report in ASSIST, a task will be set and the Head of Institution (Principal, Superintendent, etc.) and the Primary Contact listed in ASSIST will receive an email notification.

## ASSIST Terminology

### **ASSIST (Adaptive System of School Improvement Support Tools)**

A web-based school improvement platform used by schools, districts, and ISDs/ESAs around the world to facilitate improvement planning and streamline compliance, accountability, and accreditation reporting requirements.

### **Diagnostics**



Tools designed to help schools and districts self-assess strengths and areas in need of improvement related to organizational effectiveness, performance, stakeholder perceptions in order to support ongoing improvement processes and practice.

**NOTE:** Diagnostics are always available for self-activation in ASSIST. You no longer have to wait for them to be activated.

### **Assurances**



Compliance and/or accountability statements or questions that require a Yes or No certification response. Users will have the ability to upload supporting documentation in ASSIST for each assurance as well as narrative comments.



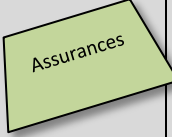


## ASSIST Tasks



The requirements assigned to an institution, identifying which reports need to be completed by a specified date. The tasks are requirements that can be defined and assigned by KDE or AdvancED. NOTE: The Head of Institution and Primary Contact listed in the system will receive an email notification when a new ASSIST task has been assigned for their institution.

## ASSIST Navigation

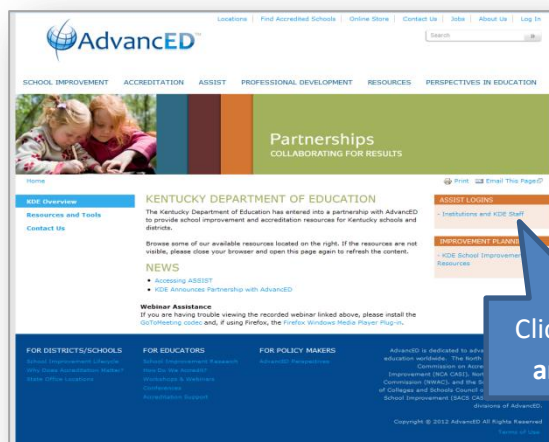
The primary navigation of ASSIST takes place using a series of tabs across the top of the screen. Specific tools are provided within each tab. The following diagram provides a basic overview of the ASSIST tabs and what is located within each.

| Overview   | Profile   | Diagnostics & Surveys  | Assurances   | Goals & Plans  | Actions & Reviews  | Portfolio  |
|--|---|--|--|--|--|--|
| <p>Due dates for required tasks - upcoming, past due, and completed</p> <p>(NOTE: When you open a task on the Overview Tab it takes you to the task details in the Portfolio Tab)</p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> <li>• CSIP</li> <li>• CDIP</li> <li>• Program Review Report</li> <li>• Accreditation Report</li> <li>• Diagnostic Review Report</li> </ul>  | <p>Basic institution, demographic, affiliation, accreditation, and accountability status information (e.g., Priority, Focus, Title I)</p> <p>Note: Performance section is currently blank</p> | <p>Tools to facilitate the collection and analysis of data and information to inform the improvement planning process</p> <p><b>School Diagnostics:</b></p> <ul style="list-style-type: none"> <li>• Executive Summary</li> <li>• AdvancED Self Assessment(s)</li> <li>• Student Performance</li> <li>• Stakeholder Feedback</li> <li>• KDE Needs Assessment</li> <li>• Improvement Plan</li> <li>• Stakeholder Involvement Diagnostic</li> <li>• The Missing Piece</li> <li>• A&amp;H Program Review</li> <li>• PLCS Program Review</li> <li>• Writing Program Review</li> <li>• K-3 Program Review</li> </ul> <p><b>Surveys:</b></p> <ul style="list-style-type: none"> <li>• Parent</li> <li>• Staff</li> <li>• Middle/High Student (6-12)</li> <li>• Elementary Student (3-5)</li> <li>• Early Elementary Student (K-2)</li> </ul>  | <p>Yes/No Certification Questions – AdvancED and KDE state and federal assurances</p>  | <p>Build and manage goals and improvement plans</p>  | <p>Tools to facilitate a process of checks and balances to ensure appropriate goals and strategies are in place.</p> | <p>Contains task/document submission and review and approval workflow</p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> <li>• CSIP</li> <li>• CDIP</li> <li>• Program Review Report</li> <li>• Diagnostic Review Report</li> </ul>  |

# Accessing ASSIST®

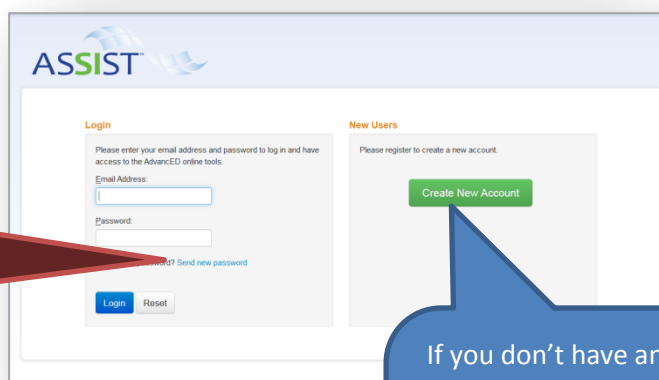
1. Login to your school's account at [www.advanc-ed.org/kde](http://www.advanc-ed.org/kde).

If you cannot locate your login/password, please contact Customer Service: [contactus@advanc-ed.org](mailto:contactus@advanc-ed.org)

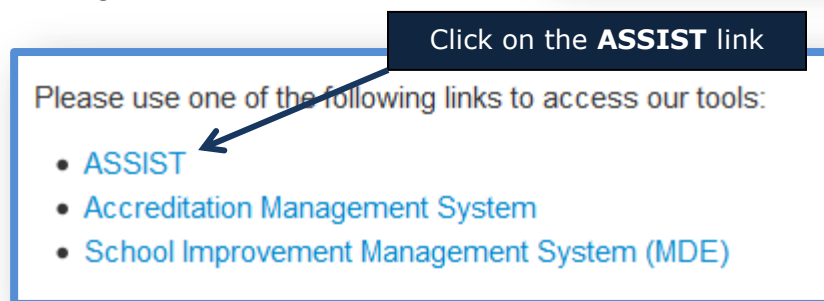


2. Enter your user name (email address) and personal password.

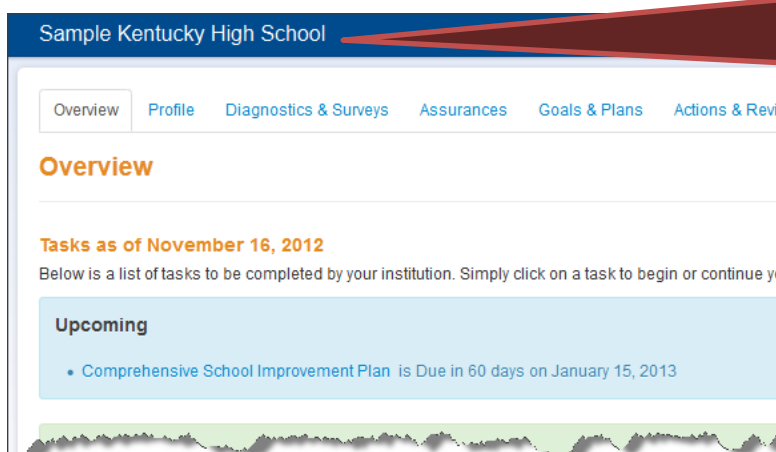
If you have forgotten your password, click the **Send New Password** link above and follow the instructions for resetting your password.



3. Navigate to ASSIST.



4. Verify that you are working in the correct institution



# Getting Started

Program Reviews are included as a component of the Unbridled Learning System. In February 2013, each school in Kentucky will be assigned a Program Review Report tasks. Upon logging into ASSIST, you should see an upcoming task listed with a due date of June 1, 2013.

Clicking the task name will display the document details required for submission.

If you do not see a task, but believe you should have one, please contact [customerservice@advanc-ed.org](mailto:customerservice@advanc-ed.org)

Click on the task name to view the document details required for submission

Sample KDE Elementary

Overview Profile Diagnostics & Surveys Assurances Goals & Plans Actions & Reviews

**Overview**

**Tasks as of February 3, 2013**

Below is a list of tasks to be completed by your institution. Simply click on a task to begin or continue your work.

**Upcoming**

- Program Review Report is Due in 118 days on June 1, 2013

**Completed**

- Program Review Report was completed on June 4, 2012
- Comprehensive School Improvement Plan was completed on January 31, 2013

Note: Clicking the task name on the **Overview** tab takes you to the **Portfolio** tab.

## Viewing Task Details

The Task Details page provides a list of all components to be included in the submitted document.

The Section identifies where to locate each template using the tabs at the top of the page.

Overview Profile Diagnostics & Surveys Assurances Goals & Plans Actions & Reviews Portfolio

**Program Review Report (In Progress)**

The submission of this report is required by the Kentucky Department of Education (KDE) as part of Unbridled Learning: College/Career Readiness for All accountability system. Document each of your school's required Program Reviews under the "Diagnostic" tab and then add each completed component to this document for submission. Each of the required Program Review components is listed below. Work with your district and Site Based Decision Making Council (SBDM) to obtain feedback and approval prior to clicking the submit button. Once submitted, this report will be made available to your district for review and approval.

**Attention** This document is due on **Jun 1, 2013**

| Section    | Template  | Agency | Components | Completed | Optional | Action                       |
|------------|---|--------|------------|-----------|----------|------------------------------|
| Diagnostic | Program Review: Writing                         | KDE    |            |           |          | <a href="#">Add / Remove</a> |
| Diagnostic | Program Review: Practical Living/Career Studies | KDE    |            |           |          | <a href="#">Add / Remove</a> |
| Diagnostic | Program Review: Arts and Humanities             | KDE    |            |           |          | <a href="#">Add / Remove</a> |
| Diagnostic | Program Review: K-3                             | KDE    |            |           |          | <a href="#">Add / Remove</a> |
| Diagnostic | Program Review Next Step Diagnostic             | KDE    |            |           |          | <a href="#">Add / Remove</a> |
| Diagnostic | Career Advising Diagnostic                      | KDE    |            |           | ✓        | <a href="#">Add / Remove</a> |

Note: The task details identify what needs to be submitted, but we can tell that nothing has been attached because the Components section is blank.

Check marks in the Optional column identify any diagnostics that are not required for Program Review Report submission.

Use the **Diagnostic & Surveys** tab at the top of the screen to navigate to the content that needs to be completed in order to submit the report. Once each component is completed, return to this page to "Add" the completed content to the report and submit.

## Administering Diagnostics

Click the **Diagnostic & Surveys** tab at the top of the page.

Diagnostics can be self-administered at any time by clicking on the **Start a Diagnostic** button. Schools and school systems/districts are encouraged to use diagnostic tools as part of an ongoing self-assessment process.

The screenshot shows the 'Diagnostics & Surveys' tab selected. A red callout bubble points to the 'Surveys' sub-tab, stating: 'Note: Parent, Student, and Staff Surveys are also available for administration under the **Survey** tab.' A blue callout bubble points to the 'Start a Diagnostic' button, stating: 'Any diagnostic that has already been started for your institution will show in a table within the Diagnostic section. Clicking the diagnostic name will take you to that specific diagnostic.'

**Diagnostics and Surveys**

These Diagnostic and Survey Tools will assist your institution encourage you to use them regularly to gauge your progress.

Diagnostics Surveys Reports

To create a new diagnostic, click "Start a Diagnostic". For existing diagnostics, select a diagnostic name to view/edit the diagnostic.

Start a Diagnostic

| School Year | Name                              | Description                       | Due on         | Status      |
|-------------|-----------------------------------|-----------------------------------|----------------|-------------|
| 2012-2013   | <a href="#">Executive Summary</a> | 12-13 SY ( <a href="#">Edit</a> ) | Not applicable | In Progress |

**Note:** The only way to preview a diagnostic is to start it. You can delete the diagnostic if you decide it is not needed.

The screenshot shows the 'Start a Diagnostic' page. A dropdown menu is open under 'Choose a Diagnostic', listing various diagnostic tools. 'Career Advising Diagnostic' is selected.

**Start a Diagnostic**

Choose a Diagnostic

- Career Advising Diagnostic
- Executive Summary
- KDE Needs Assessment
- Program Review: Arts and Humanities
- Program Review Next Step Diagnostic
- Program Review: K-3
- Program Review: Practical Living/Career Studies
- Program Review: Writing
- Self Assessment
- Self Assessment with Early Learning Standard
- Stakeholder Feedback Diagnostic
- Student Performance Diagnostic
- The Missing Piece

Once you have selected a diagnostic and provided a description, click **Start**. All diagnostics are self-administered in the same fashion.

You will notice that there are several additional diagnostic tools available in the drop-down menu. Feel free to explore and use these additional diagnostic tools as part of your ongoing self-assessment and continuous improvement process.

Upon clicking the **Start a Diagnostic** button, you will be taken to the Start a Diagnostic page where you can select the diagnostic you would like to administer from a drop-down list.

Be sure to provide a brief description that will help to differentiate one diagnostic from another. You may decide to administer multiple diagnostics over time.

The screenshot shows the 'Start a Diagnostic' form. The 'Choose a Diagnostic' dropdown is set to 'Executive Summary'. The 'Description' field contains '2012-13 Executive Summary'. A note below the field says 'Use this field to distinguish the diagnostics you create'. At the bottom are 'Cancel' and 'Start' buttons.

Choose a Diagnostic

Executive Summary

Description

2012-13 Executive Summary

Use this field to distinguish the diagnostics you create

Cancel Start

# Completing the Program Review Diagnostics

The Program Review diagnostic is a rubric based that can be completed at any time. Each school is required to complete a diagnostic for each of the following program areas:

- Arts and Humanities
- Practical Living and Career Studies
- Writing
- K-3\*\*

\*\* Required for those school who have any combination of grades K - 3

Offline copies of the Program Review diagnostic content can be found on the KDE website at:

<http://education.ky.gov/curriculum/pgmrev/Pages/default.aspx>

The number of items within each section is provided below the section title. The progress bar provides a visual of section completeness.

**Program Review: Writing**

**Spring 2013**

This diagnostic tool is designed to guide your school through the Program Review process for Writing. Use the links below to navigate through the Program Review content and document your performance levels, evidence, and rationale for this program.

- Curriculum and Instruction: Student Access  
5 of 5 items are completed
- Curriculum and Instruction: Aligned and Rigorous Curriculum  
7 of 7 items are completed
- Curriculum and Instruction: Instructional Strategies  
8 of 8 items are completed
- Curriculum and Instruction: Student Performance  
6 of 6 items are completed
- Formative and Summative Assessment: Assessments  
6 of 6 items are completed
- Formative and Summative Assessment: Expectations for Student Learning  
6 of 6 items are completed
- Professional Learning and Support Services: Opportunity  
6 of 6 items are completed
- Professional Learning and Support Services: Participation  
7 of 7 items are completed

Respond to each section of the diagnostic by clicking the section title.

Upon entering each section, you will see a table that provides the items within each section. Items with a gray checkmark have not yet received a response, whereas those with a green checkmark have. ASSIST does not check for accuracy of information in a narrative response, so it is important to review all responses prior to completion.

Select an item by clicking the **Respond** link.

**Administrative/Leadership Support and Monitoring: Principal Leadership**

« Back to Program Review: Writing

✓ Denotes an incomplete response.  
✓ Denotes a completed response that can be edited.

**Summary of all responses**

|         |   |   |
|---------|---|---|
| Respond | ✓ | To what extent does the principal enlist teacher leaders to collect and analyze data on the impact of the writing instructional practices on overall student achievement?   |
| Respond | ✓ | To what extent does the principal initiate and participate in professional development for the school's writing program?  |
| Respond | ✓ | To what extent and frequency does the principal communicate with the writing program?   |
| Respond | ✓ | Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments. |
| Respond | ✓ | The rationale explains how the identified evidence supports the school's reported level of program implementation for the demonstrator.   |

At any time you can return to the Diagnostic Summary to view a different section or overall diagnostic progress.



**Respond**

[« Back to Administrative/Leadership Support and Monitoring: Principal Leadership](#)

b) To what extent does the principal initiate and participate in professional learning related to the school's writing program?

Review all options and select the one that best describes your institution.

☐ The principal does not participate in professional learning regarding the school's writing program.

☐ The principal initiates professional learning regarding the school's writing program.

☒ The principal initiates and participates in professional learning related to the school's writing program.

☐ The principal participates in, models and leads professional learning regarding the school's Writing Program through collaboration with staff and shared self-reflection.

[< Previous](#) [Save and Continue](#)

Respond to each item by selecting the rubric response that most accurately represents your institution

Clicking **Save and Continue** will automatically take you to the next item in the diagnostic.

**Note:** You can return to this screen at any time to change an item response.

The last two questions for each demonstrator are narrative question. The first question is for the evidence for the demonstrator and the second question is for the rationale.

Respond to each item by providing a written narrative in the box provided. You can copy and paste text from a text editor or Microsoft Word document. ASSIST does not support special formatting, images or tables.

Clicking **Save and Continue** will automatically take you to the next item in the diagnostic.

[« Back to Curriculum and Instruction: Health Education](#)

**Health Education Evidence:** Evidence is identified to support the school's analysis for each of the demonstrators. Program review evidence may be specific for an area (Writing, Arts & Humanities, and Practical Living/Career Studies) or may be common across other reviews. Review teams will likely find they need to search out additional evidence during the program review process in order to make judgments or to support judgments.

Use the narrative box below to document the evidence that supports and justifies the levels of performance determined by the team to support this demonstrator.

Enter your response

[< Previous](#) [Save and Continue](#)

Professional Learning and Support Services: Opportunity  
6 of 6 items are completed

Professional Learning and Support Services: Participation  
7 of 7 items are completed

Administrative/Leadership Support and Monitoring: Policies and Monitoring  
6 of 6 items are completed

Administrative/Leadership Support and Monitoring: Principal Leadership  
5 of 5 items are completed

[View PDF](#) [Complete](#) [Delete](#)

Once all questions in the diagnostic have a response, a **Complete** button will appear at the bottom of the diagnostic summary screen. Upon clicking this button, the diagnostic will be locked from editing and available to add to the Program Review Report for submission.

Once completed, a **Reopen** button will appear that allows the school to make additional changes to the diagnostic prior to the submission if needed.

**Program Review: Practical Living/Career Studies**

**Spring 2013**

This diagnostic tool is designed to guide your school through the Program Review process for PLCS. Use the links below to navigate through the Program Review content and document your performance levels, evidence, and rationale for this program.

The diagnostic you are attempting to access had already been completed and you cannot make changes to its contents. The diagnostic needs to be reopened before you can access it.

[View PDF](#) [Reopen](#) [Delete](#)

View, save, or print a PDF of the diagnostic at any time during the process.

**Note:** Repeat these steps for each of the Required Program Review Diagnostics

# Completing the Program Review Next Steps Diagnostic

The program reviews are intended to guide schools to systematically analyze their comprehensive school programs in the areas of Arts and Humanities, Practical Living/Career Studies, Writing, and the K-3. This final step is to analyze the findings from each program review to determine how the school will make recommendations to improve and sustain each program. This diagnostic is narrative in format and is required to be completed as part of the Program Review Report submission. Exhibit A (attached) contains the Program Review Next Steps Diagnostic Content.

The number of items within each section is provided below the section title. The progress bar provides a visual of section completeness.

**Program Review Next Step Diagnostic**

**Spring 2013**

Use the links below to navigate the diagnostic and respond to the various questions. The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

**In-Depth Review**  
0 of 1 items are completed

**Arts and Humanities Program Review**  
0 of 3 items are completed

**Practical Living/Career Studies Program Review**  
0 of 3 items are completed

**Writing Program Review**  
0 of 3 items are completed

**K-3 Program Review**  
0 of 3 items are completed

Respond to each section of the diagnostic by clicking the section title.

Upon entering each section, you will see a table that provides the items within each section. Items with a gray checkmark have not yet received a response, whereas those with a green checkmark have. ASSIST does not check for accuracy of information in a narrative response, so it is important to review all responses prior to completion.

Select an item by clicking the **Respond** link.

**Arts and Humanities Program Review**

[« Back to Program Review Next Step Diagnostic](#)

⚡ Denotes an incomplete response.  
✅ Denotes a completed response that can be edited.

**Summary of all responses**

|                         |   |  |
|-------------------------|---|--|
| <a href="#">Respond</a> | ✅ | What were the areas of strength noted in the Arts and Humanities Program Review? What actions are being implemented to sustain these areas of strength in this program? What is there cause to celebrate?                            |
| <a href="#">Respond</a> | ⚡ | What were the areas for improvement noted in the Arts and Humanities Program Review? What are the plans to improve these areas of need in this program review?   |
| <a href="#">Respond</a> | ⚡ | Reflect on the responses provided in the previous sections. Identify the priorities for improvement, resources and strategies to support the development, implementation, and monitoring that will improve and sustain this program. |

At any time you can return to the Diagnostic Summary to view a different section or to monitor the overall diagnostic progress.

## Respond

[« Back to Arts and Humanities Program Review](#)

**Areas for Improvement:** What were the areas for improvement noted in the Arts and Humanities Program Review? What are the plans to improve these areas of need in this program review?

Enter your response

Plain text only. This form does not support the copy-and-paste of files, images, or tables.

...

[< Previous](#)

[Save and Continue](#)

Respond to each item by providing a written narrative in the box. You can copy and paste text from a text editor or Microsoft Word document. ASSIST does not support special formatting, images, or tables.

Clicking **Save and Continue** will automatically take you to the next item in the diagnostic.

**Note:** You can return to this screen at any time to change an item response.

Once all questions in the diagnostic have a response, a **Complete** button will appear at the bottom of the diagnostic summary screen. Upon clicking this button, the Program Review Next Steps Diagnostic will be locked from editing and available to add to the Program Review Report for submission.

## Program Review Next Step Diagnostic

### Spring 2013

Use the links below to navigate the diagnostic and respond to the various questions. The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

#### In-Depth Review

1 of 1 items are completed

#### Arts and Humanities Program Review

3 of 3 items are completed

#### Practical Living/Career Studies Program Review

3 of 3 items are completed

#### Writing Program Review

3 of 3 items are completed

#### K-3 Program Review

3 of 3 items are completed

View, save, or print a PDF of the diagnostic at any time during the process.

[View PDF](#)

[Complete](#)

[Delete](#)

## Program Review Next Step Diagnostic

Success! The Diagnostic has been completed.

### Spring 2013

Use the links below to navigate the diagnostic and respond to the various questions. The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

The diagnostic you are attempting to access had already been completed and you cannot make changes to its contents. The diagnostic needs to be reopened before you can access it.

[View PDF](#)

[Reopen](#)

[Delete](#)

Once completed, a **Reopen** button will appear that allows the school to make additional changes to the diagnostic prior to submission if needed.

# Completing the Career Advising Diagnostic

Kentucky is committed to ensuring that every student reaches proficiency and graduates from high school ready for college and/or career. A strategy for comprehensive college and career advising, connecting students to adults that may advise them on college and career options is integral to reaching this goal. This diagnostic can be used by schools to determine the level of implementation of a Comprehensive College and Career Advising Program and can be used in conjunction with Program Review for Practical Living/Career Studies. This diagnostic is rubric based and it is optional for Program Review Report submission. Exhibit C (attached) contains the Career Advising Diagnostic content.

The number of items within each section is provided below the section title. The progress bar provides a visual of section completeness.

Overview Profile Diagnostics & Surveys Assurances Goals & Plans Actions & Reviews Portfolio

## Career Advising Diagnostic

### Spring 2013

The diagnostic is designed to facilitate the process of an internal comprehensive college and career advising. Use the links below to access the diagnostic. The diagnostic can be used as often as needed as a reflective practice.

#### Advising Program

9 of 9 items are completed

View PDF Complete Delete

Respond to each section of the diagnostic by clicking the section title.

Upon entering each section, you will see a table that provides the items within each section. Items with a gray checkmark have not yet received a response, whereas those with a green checkmark have. ASSIST does not check for accuracy of information in a narrative response, so it is important to review all responses prior to completion.

At any time you can return to the Diagnostic Summary to view a different section or overall diagnostic progress.

Select an item by clicking the **Respond** link.

### Advising Program

[Back to Career Advising Diagnostic](#)

✓ Denotes an incomplete response.  
✓ Denotes a completed response that can be edited.

| Summary of all responses |   |  |
|--------------------------|---|--|
| <a href="#">Respond</a>  | ✓ | Advising program is guided by a team comprised of a variety of stakeholders.   |
| <a href="#">Respond</a>  | ✓ | Advising occurs at regularly scheduled intervals throughout the school year.   |
| <a href="#">Respond</a>  | ✓ | Every student has a regular and on-going advising relationship with at least one adult in the school building.   |
| <a href="#">Respond</a>  | ✓ | Advising program promotes systemic changes within the school.  |
| <a href="#">Respond</a>  | ✓ | The ILP is effectively implemented with input from administrators, counselors, advisors, teachers, students and parents.   |
| <a href="#">Respond</a>  | ✓ | Each student has goals that incorporate identified interests and career-path goals for postsecondary or workforce readiness identified within the ILP.           |
| <a href="#">Respond</a>  | ✓ | Advising is related to academics, career, and personal/social needs.   |
| <a href="#">Respond</a>  | ✓ | Advising program sets goals and implements strategies to address achievement gaps.   |
| <a href="#">Respond</a>  | ✓ | Advising program uses data to measure the results and ensure that every student graduates college and career ready and work towards decreasing achievement gaps. |

**Respond**

[← Back to Advising Program](#)

3. Every student has a regular and on-going advising relationship with at least one adult in the school building.

Review all options and select the one that best describes your institution.

☐ Students are assigned to advisors for scheduling purposes only.

☒ Targeted students are assigned to an advisor who has regular contact and is familiar with the student's grades, co-curricular activities and career goals.

☐ Every student is assigned to an advisor who has regular contact and is familiar with the student's grades, co-curricular activities and career goals.

[< Previous](#) [Save and Continue](#)

Respond to each item by selecting the rubric response that most accurately represents your institution.

Clicking **Save and Continue** will automatically take you to the next item in the diagnostic.

**Note:** You can return to this screen at any time to change an item response.

Once all questions in the diagnostic have a response, a **Complete** button will appear at the bottom of the diagnostic summary screen. Upon clicking this button, the Career Advising Diagnostic will be locked from editing and available to add to the CSIP/CDIP Report for submission.

[Overview](#) [Profile](#) [Diagnostics & Surveys](#) [Assurances](#) [Goals & Plans](#) [Actions & Reviews](#) [Portfolio](#)

**Career Advising Diagnostic**

**Spring 2013**

The diagnostic is designed to facilitate the process of an internal reflection and assessment of the institution's effective implementation of comprehensive college and career advising. Use the links below to navigate the diagnostic content and to record the ratings. The diagnostic can be used as often as needed as a reflective process but is only submitted once as part of the Program Review Report.

[Advising Program](#)

9 of 9 items are completed

[View PDF](#) [Complete](#) [Delete](#)

**Career Advising Diagnostic**

**Success!** The Diagnostic has been completed.

**Spring 2013**

The diagnostic is designed to facilitate the process of an internal reflection and assessment of the institution's effective implementation of comprehensive college and career advising. Use the links below to navigate the diagnostic content and to record the ratings. The diagnostic can be used as often as needed as a reflective process but is only submitted once as part of the Program Review Report.

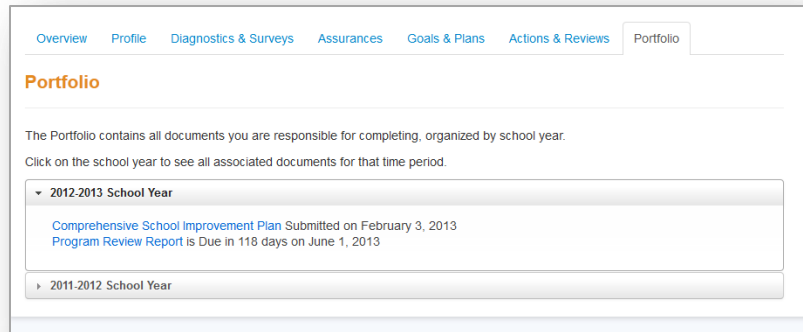
The diagnostic you are attempting to access had already been completed and you cannot access it. You will need to be reopened before you can access it.

[View PDF](#) [Reopen](#) [Delete](#)

View, save, or print a PDF of the diagnostic at any time during the process.

# Completing and Submitting the Program Review Report

Click the **Portfolio** tab at the top of the page, and then open the Program Review Report (This report can also be viewed by clicking the task name on the **Overview** tab.) Note: The report will be located under the 2012-13 School Year.



## Program Review Report (In Progress)

The submission of this report is required by the Kentucky Department of Education (KDE) as part of Unbridled Learning: College/Career Readiness for All accountability system. Document each of your school's required Program Reviews under the "Diagnostic" tab and then add each completed component to this document for submission. Each of the required Program Review components is listed below. Work with your district and Site Based Decision Making Council (SBDM) to obtain feedback and approval prior to clicking the submit button. Once submitted, this report will be made available to your district for review and approval.

**Attention** This document is due on Jun 1, 2013

| Section    | Template                            | Agency | Components  | Completed | Optional | Action       |
|------------|-------------------------------------|--------|-------------|-----------|----------|--------------|
| Diagnostic | Program Review: Writing             | KDE    | Spring 2013 | ✓         |          | Add / Remove |
| Diagnostic | Program Review: Practical Living    | KDE    | Spring 2013 | ✓         |          | Add / Remove |
| Diagnostic | Program Review: Arts and Humanities | KDE    | Spring 2013 | ✓         |          | Add / Remove |
| Diagnostic | Program Review: K-3                 | KDE    | Spring 2013 | ✓         |          | Add / Remove |
| Diagnostic | Program Review Next Step Diagnostic | KDE    | Spring 2013 | ✓         |          | Add / Remove |
| Diagnostic | Career Advising Diagnostic          | KDE    | Spring 2013 | ✓         | ✓        | Add / Remove |

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### Add Components to your document

Select the components to add or remove from your document.

☐ Spring 2013

Save Selection Cancel

Click the **Add/Remove** button next to each component. This will open a window that allows you to select the document you would like to attach. Select a document by checking the box and **Save** your selection.

**Note:** If you click the **Add/Remove** button prior to starting that diagnostic under the **Diagnostic & Surveys** tab, you will not see anything to attach. If you have created multiple diagnostics (e.g., two Executive Summaries), you will see them both in the list and select only the one you want to attach for submission.

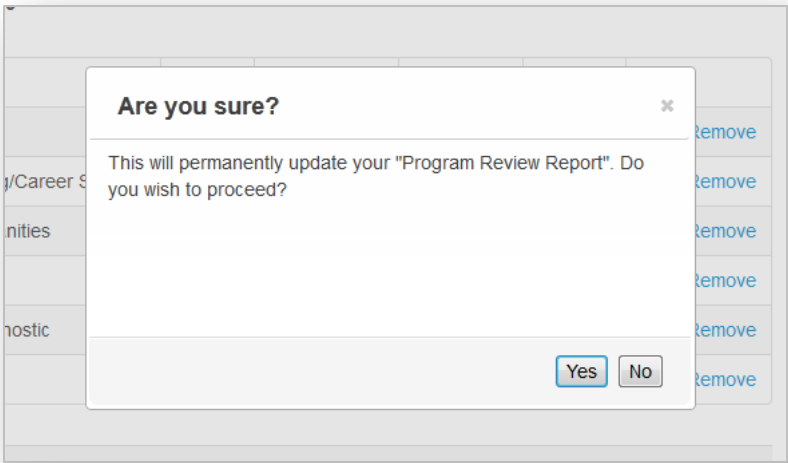
Saving a selection will make it appear within the Components section of the report table. You can click the name to view/edit the diagnostic or assurance results.

If all questions in the component have a response, a checkmark will appear in the completed column.

| Section    | Template  | Agency | Components  | Completed | Optional | Action       |
|------------|---|--------|-------------|-----------|----------|--------------|
| Diagnostic | Program Review: Writing                         | KDE    | Spring 2013 | ✓         |          | Add / Remove |
| Diagnostic | Program Review: Practical Living/Career Studies | KDE    | Spring 2013 | ✓         |          | Add / Remove |
| Diagnostic | Program Review: Arts and Humanities             | KDE    | Spring 2013 | ✓         |          | Add / Remove |
| Diagnostic | Program Review: K-3                             | KDE    | Spring 2013 | ✓         |          | Add / Remove |
| Diagnostic | Program Review Next Step Diagnostic             | KDE    | Spring 2013 | ✓         |          | Add / Remove |
| Diagnostic | Career Advising Diagnostic                      | KDE    | Spring 2013 | ✓         | ✓        | Add / Remove |

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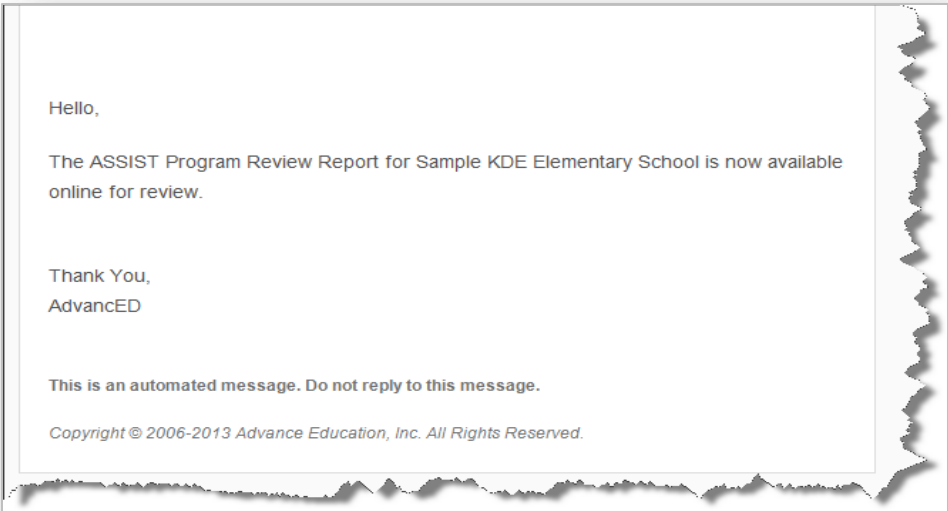
Once all required components of the document have a completed checkmark, the document can be submitted by clicking the **Submit** button at the bottom of the page.



**Note:** You can view a PDF of the complete document at any time during the process by clicking the **View PDF** button at the bottom of the page.

## District Review and Approval of Program Review Reports

Upon submission of the Program Review Report by the school, the Head of Institution and Primary Contact (as listed in the district’s profile screen in ASSIST) will receive an email.



**Search Institutions**

Institution Name

sample

Enter all or part of the name of the institution you are searching for

Search

4 items found, displaying all items.

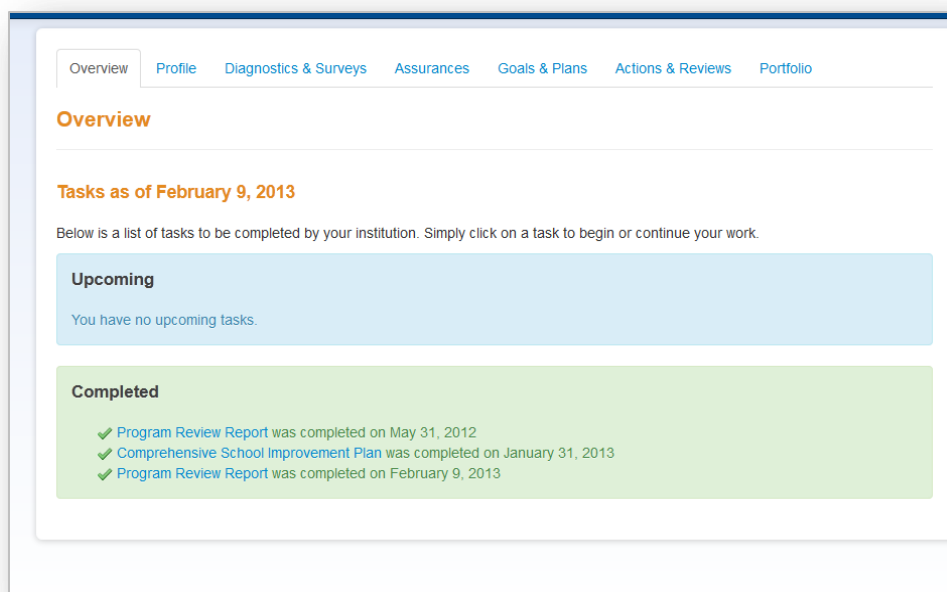
| Name                         | Address             | Parent Institution             |
|------------------------------|---------------------|--------------------------------|
| Sample KDE Elementary        | Lexington, Kentucky | Fayette County School District |
| Sample KDE Elementary School | Lexington, Kentucky | Fayette County School District |
| Sample KDE High School       | Lexington, Kentucky | Fayette County School District |
| Sample KDE Middle School     | Lexington, Kentucky | Fayette County School District |

To review and approve the report, the district will need to access the school’s ASSIST account. Once the district user has logged into ASSIST, district users will search for the school by entering institution name.

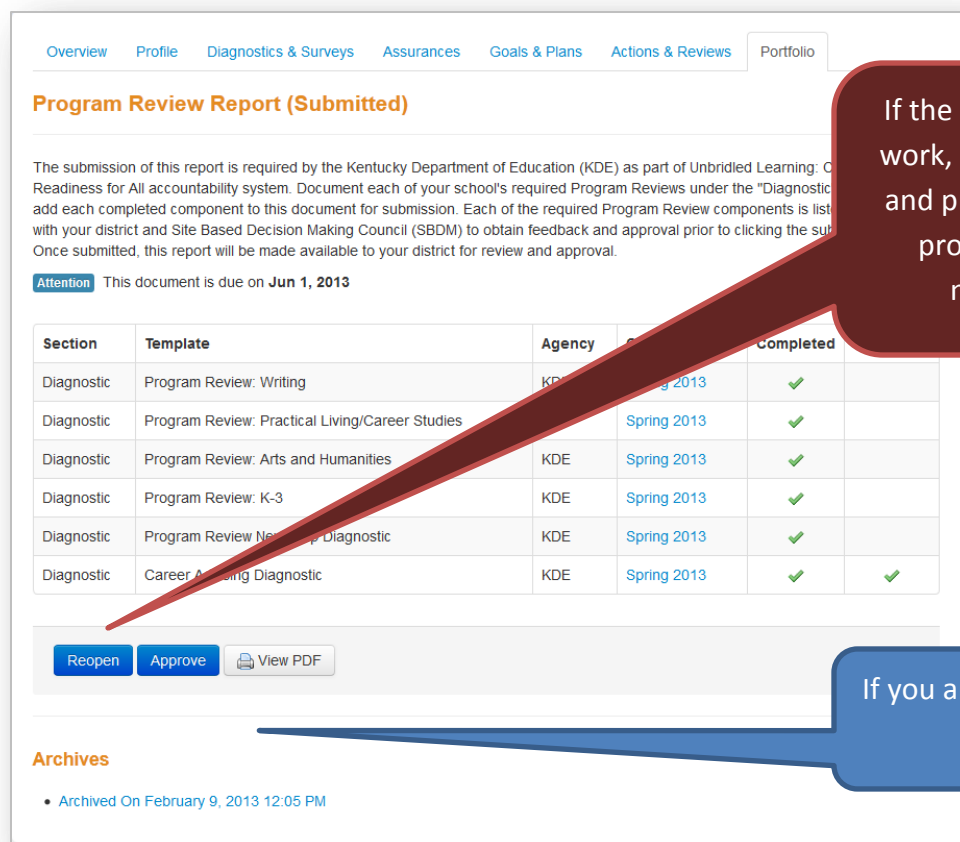
**Select the “school” for which you want to review a report.**



Upon selecting the school name you should see a task listed for that school. Click on the task name to view the submitted Program Review Report.



If the school submitted the report, there will be a link to the archived report at the bottom of the page. This link, or the View PDF button will give you access to the full report.



If the report needs additional work, click the **Reopen** button and provide comments when prompted regarding the necessary changes.

If you are satisfied with the report, click the **Approve** button.

The school's Head of Institution, as well as the Primary Contact listed in the school's ASSIST Profile will receive an email when the report is approved or reopened.

**Note:** If a document has been reopened and submitted multiple times, each submission is archived along with the comment history provided by the reviewer.



## Exhibit A

### Program Review Next Steps Diagnostic Content

The program reviews are intended to guide schools to systematically analyze their comprehensive school programs in the areas of Arts and Humanities, Practical Living/Career Studies, Writing, and the K-3. This final step is to analyze the findings from each program review to determine how the school will make recommendations to improve and sustain each program.

#### In-Depth Review

Identify the programs given an in-depth review during the school year. You may select more than one.

|                          |                                 |
|--------------------------|---------------------------------|
| <input type="checkbox"/> | Arts and Humanities             |
| <input type="checkbox"/> | Practical Living/Career Studies |
| <input type="checkbox"/> | Writing                         |
| <input type="checkbox"/> | K-3                             |

#### Arts and Humanities Program Review

1. Areas of Strength: What areas have been identified as strengths in the Arts & Humanities Program? What is being done to sustain these strengths?
2. Areas for Improvement: What areas have been identified that need to be improved in the Arts & Humanities Program?
3. Next steps for sustainability and improvement: What steps need to be taken to improve the Arts & Humanities program?

#### Practical Living and Career Studies Program Review

1. Areas of Strength: What areas have been identified as strengths in the Practical Living/Career Studies Program? What is being done to sustain these strengths?
2. Areas for Improvement: What areas have been identified that need to be improved in the Practical Living/Career Studies Program?
3. Next steps for sustainability and improvement: What steps need to be taken to improve the Practical Living/Career Studies program?

#### Writing Program Review

1. Areas of Strength: What areas have been identified as strengths in the Writing Program? What is being done to sustain these strengths?
2. Areas for Improvement: What areas have been identified that need to be improved in Writing Program?
3. Next steps for sustainability and improvement: What steps need to be taken to improve the Writing program?

#### K-3 Program Review

1. Areas of Strength: What areas have been identified as strengths in the K-3 Program? What is being done to sustain these strengths?
2. Areas for Improvement: What areas have been identified that need to be improved in K-3 Program?
3. Next steps for sustainability and improvement: What steps need to be taken to improve the K-3 program?

## Exhibit B

### Career Advising Diagnostic

Kentucky is committed to ensuring that every student reaches proficiency and graduates from high school ready for college and/or career. A strategy for comprehensive college and career advising, connecting students to adults that may advise them on college and career options is integral to reaching this goal. This diagnostic can be used by schools to determine the level of implementation of a Comprehensive College and Career Advising Program and can be used in conjunction with Program Review for Practical Living/Career Studies. A Comprehensive College and Career Advising Program should: 1.Be School-Wide; 2.Implement or Employ the Individual Learning Plan (ILP) as the core component of college and career advising and exploration; 3.Unite students, staff, parents, the community, businesses, and higher education; and 4.Aim to reduce dropout rates, raises graduation rates, and helps pave the way for students to seek post-secondary pursuits after high school (Hodges, 2010; Schanfield, 2010).

To be most effective schools should create a School Counseling Program Advisory Council, as recommended by the American School Counselor Association National Model (3rd ed.) (ASCA, 2012). In order to effectively meet the needs of all students the Advisory Council should be diverse and consist of representatives from school staff, students, parents, and the community. The involvement of many stakeholders ensures program continuity and broadens the scope of content knowledge, skill development, and the formation of habits necessary for students to be successful in adulthood. Role and Responsibilities of a School Counsel Program Advisory Council The Advisory Council helps develop the Comprehensive College and Career Advising plan, which includes interventions that target the unique academic, career and personal/social needs of students as identified through needs assessments, grades, ILP reporting, EPAS scores, Student Gallup Poll results, and other school related data. (3rd ed.) (ASCA, 2012).

Evidence-based monitoring is the responsibility of the school counseling program advisory council to ensure that relevant objectives are met and reached. Revisions of the program are intentional, timely and responsive to student and school needs. Data analysis is used to set priorities for services to address academics, behavior, attendance, retention, and acceleration needs. Further, as described by ASCA (<http://www.ascanationalmodel.org/content.asp?contentid=21>), data are used “to measure the results of the program as well as to promote systemic changes within the school system so every student graduates college- and career-ready” (2012).

The School Counseling Program Advisory Council should prioritize services that address the school’s Comprehensive Improvement Plan concerning college and career readiness, proficiency for all students and eliminating achievement gaps. In addition to including ALL students, the advising program must be scheduled to occur at regular intervals throughout the school year and be structured to include frequent updating of student ILPs. Imbedding the ILP into the advising system is critical to: supporting students to set and meet goals, helping teachers building relationships with students, and empowering schools to meet the needs of all students. References: American School Counselor Association National Model (3 ed.). (2012). Alexandria, VA: American School Counseling Association.

| What is my school's progress?  | Apprentice   | Proficient  | Distinguished   |
|--|--|---|---|
| Advising program is guided by a team comprised of a variety of stakeholders. | No team in place or membership is limited to school staff. | Team includes school staff and at least 2 members from the following groups: parents, students, | Team includes school staff, students, parents, business/community and higher education. |

|   |  |   |  |
|---|--|---|--|
|   |  | business/community, higher education.   |  |
| <b>Advising occurs at regularly scheduled intervals throughout the school year.</b>   | No structured advising program is in place.  | Every student participates in advising one time per month.  | Every student participates in advising one time per week.  |
| <b>Every student has a regular and on-going advising relationship with at least one adult in the school building.</b>           | Students are assigned to advisors for scheduling purposes only.  | Targeted students are assigned to an advisor who has regular contact and is familiar with the student's grades, co-curricular activities and career goals.  | Every student is assigned to an advisor who has regular contact and is familiar with the student's grades, co-curricular activities and career goals.  |
| <b>Advising program promotes systemic changes within the school.</b>  | The advising program focuses primarily on crisis situations and academics.   | The advising program is designed to address the academic needs of all students and provide guidance to students who self-identify a personal/social need.   | The advising program services are prioritized through alignment with the school's Comprehensive Improvement Plan.  |
| <b>The ILP is effectively implemented with input from administrators, counselors, advisors, teachers, students and parents.</b> | <p>No leadership support</p> <p>School does not integrate the ILP into classroom instruction.</p> <p>School Based Decision-Making Council policy does not address ILP implementation</p> <p>Data is not collected or analyzed.</p> | <p>Leadership support is limited to school counselors and teachers</p> <p>School integrates the ILP in 1-3 content areas as a teaching tool.</p> <p>School- Based Decision Making Council adopts a policy for ILP implementation including involving parents in ILP review</p> <p>Data is collected but not analyzed; no clearly defined criteria are followed.</p> | <p>Leadership supports the ILP by including advisors, counselors, teachers, students.</p> <p>ILP guidance is provided to parents at least twice each year through newsletters, meetings, emails and phone calls.</p> <p>School integrates the ILP across 3-5 content areas as a teaching tool.</p> <p>School- Based Decision Making Council adopts a policy for ILP implementation including on-going communication with parents regarding student progress and annual ILP review.</p> <p>Data with clearly defined criteria on student feedback and parent access to the ILP is collected and analyzed to inform improvement plans. Data is used to design and implement the master schedule.</p> |

|   |   |   |   |
|---|---|---|---|
| <b>Each student has goals that incorporate identified interests and career-path goals for postsecondary or workforce readiness identified within the ILP.</b>           | <p>No advising program exists.</p> <p>Little or no access to accelerated learning opportunities that are aligned with students' ILPs.</p> | <p>School &amp; staff have a limited advising program but does not ensure every student has a meaningful relationship with at least one adult who serves as a resource as the student completes the ILP.</p> <p>Some students have access to accelerated learning opportunities that are aligned with their ILPs.</p> | <p>School &amp; staff have established an advising program that ensures every student has a meaningful relationship with at least one adult who serves as a resource as the student completes the ILP.</p> <p>Every student has access to accelerated learning opportunities that are aligned with their ILP.</p>       |
| <b>Advising is related to academics, career, and personal/ social needs.</b>  | Advising is limited to academic needs.  | Advising includes academics and college/career planning but does not address personal/social needs  | Every student participates in on-going advising focused on academics, careers and personal/social needs.  |
| <b>Advising program sets goals and implements strategies that to address achievement gaps.</b>  | Achievement gaps are not addressed through the advising program.  | The school implements school-wide efforts to encourage all students to reach proficiency.   | The school utilizes the Persistence to Graduation Tool (PtGT) to identify students not on track to graduate. Off-track students are provided intensive services.  |
| <b>Advising program uses data to measure the results and ensure that every student graduates college and career ready and work towards decreasing achievement gaps.</b> | No data is used in program planning or monitoring.  | Some data is used to determine advising needs, but is not linked to school improvement.   | Evidence-based monitoring is the responsibility of the advising council. Data use includes but is not limited to grades, attendance, behavior, EPAS scores, EOC scores , AP scores and ILP reports. Revisions to the program are linked to data and are intentional, timely and responsive to student and school needs. |